



# THE EFFECTIVENESS OF PARENTAL INTERVENTION IN TEACHING EMOTIONAL INTELLIGENCE TO THEIR ADOLESCENT CHILDREN

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## ABSTRACT

Parental intervention has a strong influence on the personality development of adolescent children. Their family environment has a major role in the development of Emotional Intelligence (EI) in the emotional and behavioral aspects of adolescent children. The study aimed to identify the EI of adolescent children and to evaluate the effectiveness of parental involvement in teaching EI among adolescents. The study also investigates the relationship between parental intervention, EI, and academic performance. The study is cross-sectional and conducted among various secondary school students. The participants of the study were 300 children and their respective fathers and mothers living in the same family. The data was collected using pretested questionnaire and analyzed using the Mann Whitney U test, Kruskal Wallis H test, Pearson correlation coefficient, and Chi-square test. The mean age of the study population was  $16.51 \pm 1.04$ , with a minimum age of 15 and a maximum of 18. There was a significant positive relationship between EI and parental involvement ( $p=0.694$ ); EI and academic achievement ( $p=0.589$ ); and between parental involvement and academic achievement ( $p=0.494$ ). The study found that, in addition to poor parenting, the majority of respondents have medium EI in self-awareness, motivation, and social skills, all of which must be addressed for the country's future. The importance of parental involvement and emotional well-being in academic success cannot be overstated. Encouraging EI can help children to grow into quality adults.

**KEYWORDS:** EI, adolescents, parental intervention, academic performance.

## INTRODUCTION:

Adolescent children are strongly influenced by the personality of their parents & the elders in the family (Aremu, A.O. (2000). During the adolescence period, expeditious transformation occurs in the physical, biological, behavioral & emotional aspects of the children. Due to these meteoric changes, many adolescent children face an obstacle in adjusting to the situations. Many times they leave incertitude in their emotional & intimate relationship with parents, peers & other members of the family and community (Nelson, 2013). Adolescence is a critical period in a person's life because in this period he/she is neither a child nor an adult.

Jean Piaget, the famous cognitive psychologist found that in this stage, the children come out from their egocentric thoughts and begin to think conceptual and philosophically. They try to find logic for their thinking hypothetically through a non-represented way. Because of the sudden transformation in cognitive, cognitive & Psycho motor aspects. Adolescence found them stressed and develop an unusual lifestyle (Campbell & Ntobedzi, 2007). During this critical period the role of the family especially the parents is very crucial to help the adolescent children to stable them on the sustainable growth & development process. The parents during this period should try to understand the biological & psychological transformation that occurs within their children and accordingly the obstacle the children face in the day to day lives (Tajeddini R.(2017). They should be supportive & try to give the coping resources that help the children to enable successful adaptation to the stress of life during the adolescence period (Chandari, 2007). In the world scenario presently one in 5 persons is adolescence and the majority of them (87%) are found in developing countries. In India, 21% of the population is adolescent children.

Oxford Language Dictionary Defined EI as that ability of a person where he/she acquires awareness of the negative & positive side of his/her emotions and also can express and control the emotion judiciously and empathetically. A person is called EI if he/she can identify, evaluate & manage his emotions and the emotions of others (Serrat, 2017). By developing EI a person can become a more matured productive and efficient decision-maker in his/her personal & professional life (Lubit, 2004). In organizational behavior, people with higher EI are generally found highest performers (Kathleen & Dottie, 2001). The training of EI starts from the positive involvement of the parents at home & the activities conducted in the school. At home, the parents play the role of emotional trainers and gradually teach their children to be aware of the emotion and develop their sense of control, on the negative emotion & develop optimism in life (Gottman, 2001). The Quotient EI (QEI) is the unit of measuring the EI of a person. The QEI refers to the capacity of a person to understand, deter mind one's own emotion & the emotion of others (Fontee BA, 2015). In school, the students are taught in such a way that their emotions are not hurt rather they will be able to protect themselves from the negative emotions & develop the confidence to lead a purposeful life

(Vanvoorhis, F.L., 2001). Mayer & Salovey, 2002 found that children should be trained with self-awareness, self-regulation, motivation, empathy, and interpersonal skills at school through various activities. Irvin & Richardson, 2002 found that the training of EI should be started informally in the family and formally in the school with the joint participation of parents & teachers. Many times teachers/parents / both complain about the unusual behaviors of some children but hardly have they tried to understand the reasons why students behave differently. Many parents are not much educated to understand the need for EI training required for their children and this is not an unusual occurrence. In that case, the role of the school is very crucial to educate the parents through various intervention programs related to EI (Rich, D, 1987). Parental intervention in teaching EI to their adolescent children has a very positive effect as the children who receive proper training on managing their emotions were found better listeners, tolerate the negative feelings of others, be less impulsive, and be more focused on their goal. These students can easily manage their feelings show optimization towards the solution of a problem, less reactive, and happy in life (Kotoch, 2013).

The teachers must know the emotional behavior of the adolescent students in the school (Sheldon, S.B., & Epstein, J.L. (2001b). They should take the responsibility to identify the emotion which creates an obstacle on the path of educational achievements of the children. Studies conducted by (Campbell, Ntobedzi-2007, Chandari-2007, Garbscz, Herman, Thompson, Reinke-2017) found that the engagement of family and school in the education of adolescent children maximize the learning outcomes and develop sustainability in performance. Therefore, the parents must understand their feelings, emotions & guide them to face the challenges of this period and help them to achieve their goal (Abisamra, N. 2000). Sheldon, S.B., & Epstein, J.L. (200) through their research found that both intelligence question (IQ) & EI play a very significant role in the academic and social performance of adolescent students.

Academic achievement is a research topic that educational psychologists are passionate about (Palmer et al 2002). They have to come with more questions than answers to investigate what determines academic performance and achievement. Certain studies (Aremu & Sokan, 2003; Aremu and Oluwale, 2001; Aremu, 2000) has revealed that variables such as family, school, society, and motivation factors influence academic achievement and academic performance. According to Parker, Creque, Harris, Majeski, Wool, and Hogan (2003), most of the past research has concentrated on the impact of demographic and socio-psychological factors on academic achievement. Aremu & Sokan, 2003; Aremu, 2004 found that the government factor is another developing dimension to the determinant of academic achievement. Despite the apparent exhaustiveness of literature on the determinants of learners' academic achievement, there seem to be more areas of interest to be examined. This becomes evident to continue the interest of researchers and educational psychologists as well as continued attention of government and policymakers and planners. Academic achievement (par-

ticularly among secondary school students) has been largely associated with many factors.

This study mainly deals with the assessment and evaluation of the relationship of EI, parental involvement, and academic achievement and to determine the effectiveness of parental involvement in teaching EI among adolescents.

#### AIMS AND OBJECTIVES:

1. To assess the EI of adolescent schools students.
2. To determine the parental intervention of early adolescents.
3. To evaluate the effectiveness of parental involvement in teaching EI among adolescents.
4. To determine the association between EI and academic achievement.
5. To determine the association between parental involvement and academic achievement
6. To find out the association between socio-demographic factors and EI.

#### SUBJECTS AND METHODS:

This was a cross-sectional study consisting of 300 school adolescents who are in various secondary school students. Students who are in the age group 15 to 18 and those who are willing to participate in the study were included in the study. The questionnaire used for the study has three parts. The first part of the questionnaire was to collect the socio-demographic details of the students, and the scholastic performance which is the percentage of marks of their previous examinations. According to the marks, the academic performance of the students was divided into high, medium, and low. The second part consisted of a 33 item EI scale questionnaire [Schutte et al, 1998] identify the EI of the students through 5 criteria; such as self-awareness, motivation, social schemes, self-regulations & empathy. The third section consisted of a 25 item questionnaire about parenting style (Parker et al, 1979).

The questionnaire has a few questions which were concerning the degree of parenting styles. This is very important to understand the involvement of parents in the training of EI to their adolescent children, such as parents having giving high value to the EI of their children and parents giving list value to the EI training to their children. The data were collected through Google form – an online survey platform. After receiving the data in the Microsoft Excel sheet these were analyzed by statistical software SPSS Version 24.0. The socio-demographic data of the participants were analyzed using frequencies and percentages for the categorical data and mean and standard deviation for the continuous data. The association between socio-demographic details, EI, parental intervention, and scholastic performance was done by Mann Whitney U test, Kruskal Wallis H test, and Chi-square test. The correlation between EI, parental intervention, and academic achievement is found using the Pearson correlation coefficient.

#### RESULTS:

Out of 300 students, 157 (52%) were females and 143 (48%) were males. The mean age of the study population was  $16.51 \pm 1.04$ , with a minimum age of 15 and a maximum of 18. The majority, i.e., 210 (70%) belong to the nuclear family and 90 (30%) belong to the joint family. A total of 133 (44.3%) are from the middle-class family (Table 1)

**Table 1: Frequency table for Socio-demographic factors**

Socio-demographic Factors		Frequency	Percent
Age	15	64	21.3
	16	80	26.7
	17	93	31
	18	63	21
	Total	300	100
Gender	Female	157	52.3
	Male	143	47.7
	Total	300	100
Class	IX	64	21.3
	X	80	26.7
	XI	93	31
	XII	63	21
	Total	300	100
Family type	Joint Family	90	30
	Nuclear family	210	70
	Total	300	100

Residential Area	Rural	87	29
	Semi-Urban	92	30.7
	Urban	121	40.3
	Total	300	100
Socioeconomic Status	Lower	38	12.7
	Lower Middle	54	18
	Middle	133	44.3
	Upper	75	25
	Total	300	100

The descriptive statistics of EI, parental involvement, and academic achievement are given in Table 2. Using Pearson -Correlation coefficient, the correlation between EI, parental involvement, and academic achievement is found. There was a significant positive relationship between EI and parental involvement ( $p=0.694$ ); EI and academic achievement ( $p=0.589$ ); and between parental involvement and academic achievement ( $p=0.494$ ).

**Table 2: Descriptive Statistics of Academic achievement, EI, and Parental intervention**

Variables	Mean	Std. Deviation	Minimum	Maximum
Academic Achievement	77.82	11.57	51	99
EI	17.65	1.88	9.20	23.40
Parental intervention	41.60	5.28	27.50	54.50

Most of the students showed a medium EI in the domain of self-awareness, self-regulation, motivation, empathy, and social skills (Table 3 & Figure 1). In the domain of motivation, most of the students (57.7%) showed medium and low (6.7%) in the domain of self-regulation.

**Table 3: Frequencies of the domain in EI**

Domains	High	Medium	Low
Self awareness	110(36.7%)	170(56.7%)	20(6.7%)
Self regulation	115(38.3%)	158(52.7%)	27(9%)
Motivation	89(29.7%)	173(57.7%)	38(12.7%)
Empathy	75(25%)	168(56%)	57(19%)
Social Skills	79(26.3%)	167(55.7%)	54(18%)

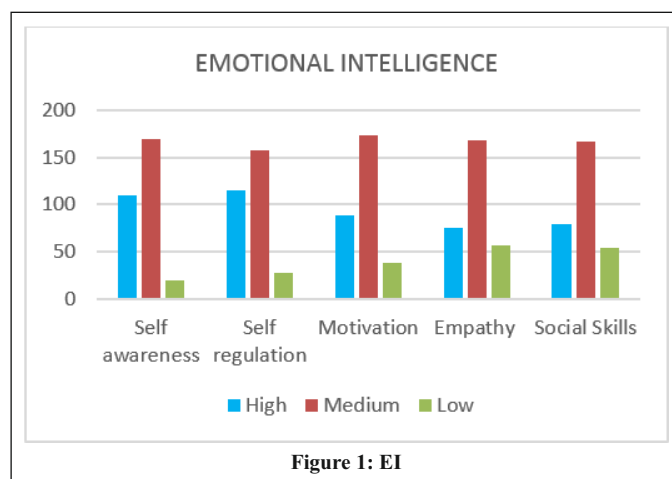
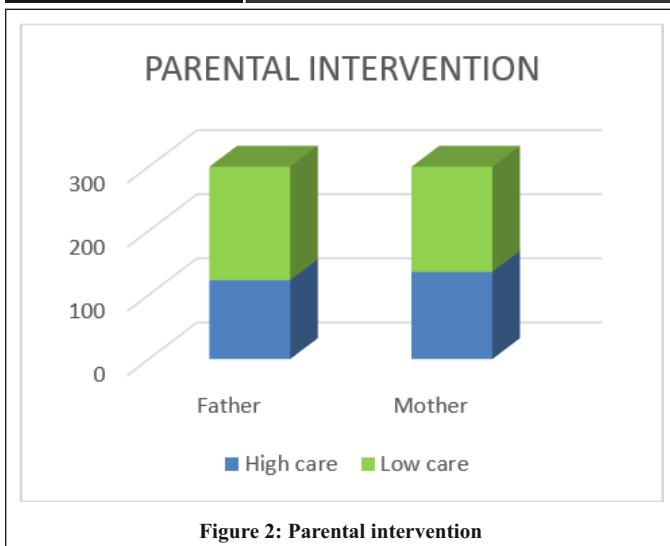


Table 4 & Figure 2 shows the parental intervention on children. Most of the mothers and fathers have low care towards their children.

**Table 4: Frequencies of parental intervention**

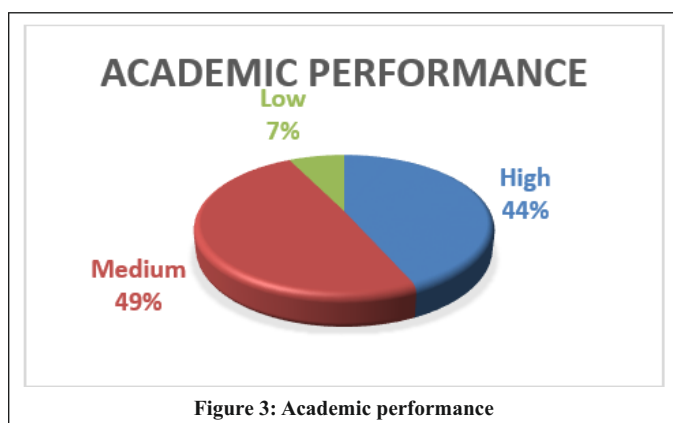
Parental Intervention	High care	Low care
Father	123(41%)	177(59%)
Mother	136(45.3%)	164(54.7%)



In the academic performance, the students were categorized into three. In that, low achievers were 22 (7.3%), moderate 148 (49.3%), and high achievers 130 (43.3%), respectively. (Table 5 & Figure 3)

**Table 5: Frequencies of Academic Performance**

Variable	High	Medium	Low
Academic Performance	130(43.3%)	148(49.3%)	22(7.3%)



The association between EI and parental care [Table 6 and Table 7] was done Mann-Whitney U test. Among students, EI in the domain of empathy is associated with high parental care.

**Table 6: Association between paternal care and EI**

EI	High paternal care	Low paternal care	p-value
	Mean±SD	Mean±SD	
Self-awareness	22.43±3.64	22.33±3.18	0.427
Self-regulation	19.38±3.09	19.52±3.01	0.887
Motivation	16.12±3.55	17.01±3.88	0.077
Empathy	16.53±3.37	16.28±3.21	0.046*
Social Skills	13.59±3.27	13.25±3.02	0.409

**Table 7: Association between maternal care and EI.**

EI	High maternal care	Low maternal care	p-value
	Mean±SD	Mean±SD	
Self-awareness	22.43±3.61	22.33±3.16	0.619
Self-regulation	19.63±3.16	19.32±2.93	0.234
Motivation	16.84±3.69	16.48±3.83	0.031*
Empathy	16.31±3.34	16.45±3.23	0.502
Social Skills	13.68±3.29	13.15±2.97	0.115

Table 8 shows the association between EI and academic performance of the students using Kruskal Wallis H test. It showed that students with EI more in the self-awareness domain performed well in their academic activities.

**Table 8: Association between EI and academic performance**

EI	Academic performance			p-value
	High	Medium	Low	
	Mean±SD	Mean±SD	Mean±SD	
Self-awareness	22.47±3.68	22.19±3.13	23.05±2.98	0.040*
Self-regulation	19.60±3.14	19.30±3.14	19.77±2.70	0.632
Motivation	16.84±3.55	16.53±3.93	16.27±4.00	0.631
Empathy	16.03±3.29	16.57±3.28	17.18±3.04	0.240
Social Skills	13.73±2.94	13.28±3.27	12.09±2.94	0.094

Table 9 shows the association of age, gender, class, type of family, residential area, and socioeconomic factors with EI with the Chi-square test. Family type ( $p=0.033$ ) has a significant association with EI. There was no association between parental involvement and academic achievement.

**Table 9: Association between EI and socio-demographic factors.**

Socio-demographic factors		EI			$\chi^2$ value	p-value
		High	Medium	Low		
Age:	15	19(19.64%)	31(48.43%)	14(21.87%)	9.05	0.17
	16	11(13.75%)	42(52.5%)	27(33.75%)		
	17	18(19.35%)	50(53.76%)	25(26.88%)		
	18	19(30.15%)	29(46.03%)	15(23.80%)		
Gender:	Female	38(24.20%)	71(45.22%)	48(30.57%)	4.00	0.13
	Male	29(20.27%)	81(56.66%)	33(23.07%)		
Class	IX	19(29.68%)	31(48.43%)	14(21.87%)	9.28	0.15
	X	11(13.75%)	42(52.50%)	27(33.75%)		
	XI	18(19.35%)	51(54.83%)	24(25.80%)		
	XII	19(30.15%)	28(44.44%)	16(25%)		
Family Type:	Joint Family	16(17.77%)	51(56.66%)	23(25.55%)	2.20	0.033*
	Nuclear family	51(2.38%)	101(48.09%)	58(27.61%)		
Residential area:	Rural	19(21.83%)	42(48.27%)	26(29.88%)	1.54	0.81
	Semi-Urban	23(25%)	44(47.82%)	25(27.17%)		
	Urban	25(20.66%)	66(54.54%)	30(24.79%)		
Socioeconomic Status:	Lower	9(23.68%)	18(47.36%)	11(28.94%)	2.40	0.87
	Lower Middle	11(20.37%)	25(46.29%)	18(33.33%)		
	Middle	32(24.06%)	67(50.37%)	34(25.56%)		
	Upper	15(20%)	42(56%)	18(24%)		

## DISCUSSION:

The objectives of the study were to evaluate the EI of the adolescent schools' students as well as to identify the parental involvement in teaching EI to their adolescent children. Also, the study was focused on the impact of teaching EI on the academic achievements of adolescent children. It is found that there exists a positive and significant relationship between EI parental engagement and the academic performance of adolescent children. This finding is consistent with the evidence of Abisamra (2000) that there is a positive relationship between EI and academic achievement. Also, Parker et al (2001, 2002, and 2003) and Galvin et al reported a positive relationship between EI and academic success.

The study showed that most of the students had medium EI in the domain of self-awareness, self-regulation, motivation, empathy, and social skills. This finding is supported by the study of Butalid RM et al (2013) done in the Philippines among nursing students. It was found that the majority of the respondents have a high level of EI as to self-awareness, motivation, and empathy and have a moderately high level of EI as to self-regulation and social skills.

In the present study, it was found that students with more self-awareness performed well in their activities. They were aware of their abilities and knew the importance of education in their life and future. These findings are consistent with studies done by Maharishi et al (2013) in Tamil Nadu. Similar results were also reported in another study by Mahyuddin et al(2009) [102]. Shah et al (2014) reported that EI had an inverse relationship with academic success in a study done in Bhavnagar. In the present study, there is no relationship between parental involvement and academic achievement. The findings in the study of Garbacz et al (2017) reveal that the degree of parental involvement is a critical element in the academic achievements of children, especially during their initial years of school



emphasizing the need of generating scientific evidence. It was consistently reported in these studies of Tella and Tella (2003) and Cotton & Wikelund (2001), that there is a positive relationship between parental involvement and children's academic performance. Thus, it is not unreasonable to conclude that the degree of parental involvement in their children's schooling determines their academic achievement. The high parental participation is associated with higher educational expectations, enrolment in gifted and talented programs, and positive perceptions of schools gave support to the assertion.

The study showed that there is no gender difference in EI where the finding is consistent with a study conducted by Katoch (2013) done in Shimla India [104] and also another study by Tejaddini (2014) in Hyderabad.

In the present study, most of both fathers and mothers were having low care of parenting style. This finding is supported by the study of Butalid RM et al (2013) done in the Philippines where fathers and mothers showed low care of parenting. The study was based on self-reporting tests. Performance-based tests, on the other hand, maybe a better indicator of EI as there may be a bias in self-rated questionnaires. To strengthen the findings of the present study, a follow-up study could be done. It is necessary to make efforts to include the concept of EI in the educational curriculum. There is a possibility of misinterpretation of the questionnaire by the participants and also group answering for each response which may have decreased the accuracy of the study.

### CONCLUSION:

The study asserts that the degree of parental involvement in their children would improve the degree of their EI among them. The parental involvement and academic achievement had relatively significant effects on the EI of the participants. The students have a moderate EI in the domain of self-awareness, self-regulation, motivation, empathy, and social skills and are found to be associated with intervention (high care and low care). Students who had high empathy are associated with high parental care. Also, students with EI more in the self-awareness domain performed well in their academic activities. The family type has a significant association with EI. Joint and the nuclear family were found to have medium EI.

Both parental involvement and academic achievement are good indices of EI. The interpersonal relationships and direct interest of the parents to their children could improve the EI among the adolescent children. Both the home and the school must work together to ensure that students are emotionally well adjusted as this could improve academic achievement. It is, therefore, recommended that the school's counselors and counseling psychologists should work on the emotional well-being of students in the school.

The study recommended that the school should take necessary steps to develop the awareness of the parents & teachers to understand the EI of the adolescent children and take necessary remedial measures to take the young generation from being trapped in their negative emotions.

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